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Digital Transformation in Higher Education in India

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Abstract:

Today we are living in the age of science and technology and education is the powerful weapons to win whole worlds. For that digitalization in education is must. The term "digitization of education" refers to the use of digital technology, such as Android, computers, the internet, software apps, and other technologies, to educate students of all ages. Digitalization, driven by advancements in information technology and internet connectivity, has transformed education systems globally. In India, the government has launched several digital initiatives to enhance learning experiences and accessibility. Key initiatives such as SWAYAM, SWAYAM PRABHA, the National Digital Library, online education platforms, and e-Learning services are designed to create engaging, collaborative, and media-rich virtual environments that offer significant advantages over traditional classroom teaching methods. Technological advancement has made education easy and approachable. Digital transformation means adoption of digital technology in education sector. This massive change has immensely benefited not only the educational institution, schools, colleges and universities but also the students as well. The important benefits of Digital transformation are it is a user friendly, improved results with data analytics, collaborative learning, saves the time and cost, future focused curriculum, transparency and so on. But this system is not free from defaults, the major issues of digital learning are unequal access, system-based compatibility, resistance to change, lack of self-motivation, lack of face-to-face conversation and many more. In this paper researcher highlighted the major issues, benefits and the review of literatures of different authors.

Key Words: Digitalization, Advancements, Technologies, Transformation.

INTRODUCTION:

The force on students and higher education institutions is very high. Universities and colleges have been closed and exams are postponed due to the pandemic. Classrooms are going virtual and admissions for the upcoming academic years are fraught with confusion. According to UNESCO, over 320 million students in Indian schools and colleges are currently impacted. The pandemic has made the world to drastically reinvent ways of coping with the new normal. An immediate and effective response to the crisis was to move to digital. Developing robust digital platforms has become necessary to offer continuity in learning. Excellent teachers, refreshed curriculum and effective tools will ensure students stay involved a change, it is a remarkable opportunity for India to enhance its capacities and offer quality of education at par and active in the entire learning process. While international institutions might bear the brunt of their global standards. Technological advancement has made education easy and approachable. Online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, offer an opportunity to learn from anywhere, anytime and with any means. This innovation in teaching and learning process along with speedy changes in mode of delivery has highlighted the optimistic approach in education sector. Presently, the real time classrooms and interaction have been replaced by the virtual classrooms, with the help of chat rooms occurring through online channels.

The Government of India introduced multiple arrays of digital technologies to cater to the needs of the academic community. For instance, under the Atmanirbhar Bharat for education, the Government of India introduced schemes like PM e-VIDYA, e-PG Pathshala, National Foundational Literacy and Numeracy Mission, and Manodarpan, apart from strengthening the online learning portal 'Study Webs of Active-Learning for Young Aspiring Minds' or SWAYAM Various educational institutions organised several

training programmes under the auspices of 'Pandit Madan Mohan Malviya National Mission on Teachers and Teaching' in a wide array of topics to enrich the digital learning environment.

In the present scenario, there has been an immense change has been occurred in the education sector. Traditional way of education is almost denied by the modern technology. We can proudly say that, a introduction of digitalization is being implemented in education field. Digital transformation means adoption of digital technology in learning progress. In traditional learning, only black boards are used, but due to the adoption of digital technology, teachers use ICI platforms, google classrooms, YouTube links, Google meet, zoom classroom and many more modes for engaging the classes. Digitalization has changed the entire educational systems, in which teaching and assessments are conducted through online modes.

REVIEW OF LITERATURE:

Dr. Sumita Sinku (2121), emphasis in her study that, the impact of Covid-19 pandemic in unleashing digital transformation in the education sector in India. In her study she has given importance to some key areas of transformation in education sector and tries to give a roadmap to future e-learning system. The observation points out that, India has some pockets of excellence to drive the education sector to the next level

Pulkit (2020) explain the current education system in his paper. He wrote India holds a very important place all over the world in education industry. The nation has more than1.5million schools with more than 260 million students enrolled and around more than 800 universities and 65,000 colleges. Although, lot of scope for continuous improvement in the education framework. Indian education industry is ready to face significant development in the years to come, as India have world's biggest tertiary-age population and second biggest graduate ability internationally.

Korableva (2019) highlighted on the benefit of online courses over the traditional class room based teaching. In extend of the study, more insight was on the latest two online platforms, MOOC and Course era, to understand which more user convenience is as well as give the best solution in terms of knowledge.

Dr. Radhika Kapur (2018) Her research focused on issues with the Indian educational system, such as the value of high-quality instruction, difficulties with the country's traditional educational model, low student involvement, etc. In extend of the study author found education quality, trained teachers, the curriculum & instructional methods are not well developed and these are also contributing as major issues in Indian education system.

Arnab Kundu, Dr. Kedar Nath Dey (2018) in their paper it was written that the government of India has played an important role in the development of e-learning in India and that the Ministry of Electronics and Information Technology is developing tools and technologies to promote it. promote e-learning by supporting research and development projects in educational and academic institutions focused on content development, research and development technology initiatives, projects human resource development, and faculty training initiatives to improve literacy through distance education in order to raise the level of culture and general education in the country. 17,000 Rs. Crore was allocated by the government for this purpose in 2017-2018 to advance the Skill India mission. This investment has brought beneficial effects to domestic and foreign product and service providers in the domestic e-learning market.

Omer (2018) in his research on academicians view on need of transformation digitally in education sector focused on that academician strongly feel that as world is moving towards complete digitalization; it's also required to take step forward in education system and transform in digital education. In extend of study, academicians give their view point on effective learning can also be achieved through digital tools like Artificial intelligence, learning analytics, online learning, virtual learning as well as its also required to redesign the physical environment & infrastructure equipped with Information and Communication Technology.

Objectives of the study:

The major objectives of the study as derived below;

- To study the concept of digital transformation.

To study the various digital initiatives started by the Government of India for higher education.

Research Methodology:

The data for the study has been collected through relevant research journals, periodicals and available writings on websites.

Scope of the study:

In the 21st century, there has been a great improvement in the field of technology. The people with different age groups, with diversified backgrounds are very much aware of technology. For all our day-to-day life one is very much found of technology. Hence in this advanced technical era, it's the responsibility of every one to cope with the latest modules. For this reason, being a researcher, I have selected this topic "Digital Transformation in Higher Education in India.

RESULTS AND DISCUSSION:

Digital Transformation in Education:

The term "digitization of education" refers to the use of digital technology, such as Android, computers, the internet, software apps, and other technologies, to educate students of all ages. The entire educational sector is affected by the broad shift known as "digital transformation," which is the application and utilization of digital technology by an establishment to create new or alter existing processes, services, and products. Learners can improve their knowledge through simple, quick, easy, fascinating, creative, and inventive learning with the support of digital skills. The goal of digitalized education is to educate everyone on the planet and prepare them to earn a living, so they can advance not only personally but also their family, society, and country.

Massive Open Online Course (MOOC):

MOOC is the online learning course which is run at a mass level with the help of open courses providing free learning (Kanvaria and Nagpal, 2018b). This platform provides online education for all level of learner's (school level and Higher level) they can develop their knowledge at any time and under any situation.

Ubiquitous Learning:

Digitization prepared it achievable the ubiquitous learning i.e., A lot of digital devices and digital platform made it happen for learning. Learners can learn anytime and anywhere with the help of this device.

Mobile Learning:

It is a deliberation direct related to spatial value. Prior, the learning takes place at a specific place, i.e., the classroom or discipline atmosphere. Through mobile learning with one click, students can read and understand the content of any of their lessons. Such devices came into existence which removed the concept of learning within the four walls.

e –Pathshala:

e- pathshala is a portal developed by the CIET, and NCERT. It was initiated jointly by the Ministry of Human Resource Development; the app is launched in November 2015.with the help of e-pathshala digitalization made shift from equity to Equality. Digitalization treats everyone as a equal. It provide equal opportunity equal time and equal resources to everyone if audio and video are available then these are available for all the learners. If a test is being held for the learner with the certain time limit then the limit is for everyone. The digitalization made an endeavor to see everyone with the same eye in order to provide the equal chances and equal opportunity to everyone respective of their caste religion, gender, class and location. It gives equal freedom to everyone so that they can act on equal sort of the common platform.

Blended Learning:

Blended learning is known as hybrid learning. The concept note circulated by the UGC argues that " blended mode of teaching and learning, enhanced students-teacher interaction, improved student learning outcomes and more flexible teaching and learning environment, among other things"

Blue Jeans Learning:

When we said that, global learning or global platform is the best way of education, then blue jeans learning is also a good platform to learn in online mode and empowering instructors to create an effective learning

environment, the Remote Learning feature pack brings students, content and teaching resources into one platform and resoles administrative burden of leading virtual class sessions for HEI, Online Instruction and Corporate Learning.

Code Club:

Code Club is a place where girls create, teach and learn through technology, creativity and coding. For that their world lunched this app for girls in March 2016.Code club are very useful in the field of education because it is low cost, easily available and sustainable and scalable. Whereas coding work for 700 girls their aged 24 in Kenya, Uganda, Senegal from World Wide Web. Where we talk about gender discrimination, the school girls get a chance to code it. Various types of jobs are being found in the countries of Africa including Nigeria with the help of code club.They plan to spread the code club to more countries.

Kano computer and coding Kits:

This type of digital technology gives school going children the ability to build their own interest toward the computer and digital world. Kano computer and coding kits donated 100 of the award – winning kits to their world in December 2015 and the first set went to a project in the double – shift school in Lebanon teaching Syrian refugee school children. It is designed to give people a simple, fun way to create with technology and arts.

PM e-Vidya Program:

This program was launched in May 2020 to make e-learning more accessible in nature. It promotes the online learning activities that can be benefitted by approximately 25 crore school students. Online courses are started by top 100 universities under this program in order to enhance the e-learning among students.

SWAYAM:

SWAYAM was launched in 2017. Its full form is Study Webs of Active learning For Young Aspiring Minds. It provides a platform for online courses. These courses are for students of 9^{th} to 12^{th} class and UG and PG students. It also provides certificate courses of different subjects. About 1182 courses are available in the January 2024 semester, out of the 11772 courses that have been made available through SWAYAM thus far. Over 1.21 million unique users and registrations have been made on the SWAYAM platform, and over 4 million students have enrolled in the numerous courses that SWAYAM offers. Approximately 295 universities and other institutions have approved SWAYAM courses for credit transfer, and numerous others are in the process of doing so. The Faculty Development Programmes (FDP) is also being developed through SWAYAM.

National Digital Library of India (NDLI India):

It is digital library where all the books of library are digitally uploaded in a single platform i.e. NDL. It provides different types of digital contents like books, journals, articles, thesis, audio, videos, and other educational materials. It is a single window search facility.

Cloud Computing:

In order to provide quicker innovation, adaptable resources, and scale economies, cloud computing, in its simplest form, is the supply of computing services via the Internet ("the cloud"), encompassing servers, storage, databases, networking, software, analytics, and intelligence. Role of cloud computing in higher education and implementation issues in higher education institutions in Oman, Zameer Bhar A.,(2020) According to the researcher, cloud computing is crucial for all higher education institutions because of numerous factors and the necessity for technology sector improvements to slow down significantly.

CONCLUSION:

India is the 2nd largest populated country, and the worlds 2nd largest school systems. India is the fastest developing country with lot of changes in the technological field. This change has also implemented even in the education sector as well. The world is talking about digitalisation; hence it needs to be implemented in every sector. But digitalisation is not free from issues. In spite of lot of advantages, there will be some loop holes. One need to identify the problems at the root level and should take the remedial actions at the right time. If we follow these steps definitely there will be success.

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